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ABSTRACT

This bibliography draws together the best sources of information currently available on establishing, staffing, and operating career resource centers. Twenty-four citations from ERIC and other databases include administrative materials, information analyses, journal articles, opinion papers, and research guides. Two articles, representative of current wisdom in the field, are reprinted: "CRC: Career Resource Centers; Where Students Focus on the Future" (June Hubek, Ida Zucca) and "Career Resource Centers: Overview. ERIC Fact Sheet No. 7" (Bonnie Marshall). Each entry in the annotated bibliography has these components: title, date, author, developer, availability, annotation, and format. (YLB)

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Establishing and Operating a Career Resource Center

A Bibliography

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Establishing and Operating a Career Resource Center

A Bibliography

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Contents

Introduction v

Articles 1

CRC Career Resource Centers: Where Students Focus on the Future
—June Hubek and Ida Zucca 3

Career Resource Center Overview: ERIC Fact Sheet No. 7
—Bonnie Marshall 17

Annotated Bibliography 23

Introduction

Florida's *Blueprint for Career Preparation* (1989), developed by the Florida Department of Education, points out that the skills of the current workforce are mismatched to the needs of business and industry. Thus, career preparation—including career development, awareness, guidance, counseling, and education—is quickly becoming a top priority for educators around the country.

One fundamental task in ensuring a successful career-preparation program is to establish a career resource center whose function is to provide groups and individuals with relevant, up-to-date information about occupations and continuing education. According to Suozzo and Schwaber (1987), the central part of any career resource center is its core collection of print materials, audiovisuals, and computerized information. Printed publications may be kept on hand for reference or may be used as "consumables" (that is, free or inexpensive items intended to be distributed on a broad scale). All materials, whether they are print or nonprint, should be selected according to the general criteria of timeliness, sex fairness, and accuracy (Suozzo and Schwaber, 1987).

Services provided through center staff are frequently aimed at clearly defined populations—students in a school setting, adults in mid-life career changes along with students in a community setting, or employees involved in career-development programs in a corporate or business setting. Career resource centers function most effectively when they are an integral part of the community and are widely used by community members (Hubek and Zucca, 1982). Such centers usually provide services that are suitable for use by anyone: career seminars, job-find programs and career placement, individual assessment profiles, current occupational-information and job-trend analyses, or individual and group career counseling (Marshall, 1982; Suozzo and Schwaber, 1987). In addition, CRCs in school settings should attempt to foster the integration of career activities with classroom activities and to help students see the connection between classroom instruction and career needs (Marshall, 1982).

This bibliography attempts to draw together the best sources of information currently available on establishing, staffing, and operating career resource centers. Thus, it is intended to be selective rather than comprehensive.

Citations in the bibliography include administrative materials, information analyses, journal articles, opinion papers, and research guides. Materials included in the bibliography were located through the Florida Educational Information Service (FEIS). FEIS conducted (1) searches of computerized retrieval systems (specifically, the ERIC [Educational Resource Information Center] data base on DIALOG) and (2) a manual search for relevant sources that might not have been systematically catalogued but that are available from the fifty states and from professional and labor organizations. The two articles selected for reprint here are representative of current wisdom in the field.

FEIS is sponsored by the Florida Division of Vocational, Adult, and Community Education and is located in the Center for Instructional Development and Services, Florida State University.

For additional search information, contact Florida Educational Information Service, Center for Instructional Development and Services, 2003 Apalachee Parkway, Suite 301, Tallahassee, FL 32301-4829, (800) 428-1194.

Microfiche copies of ERIC documents are available through FEIS. To order these microfiche documents, use the order number found in the "Availability" field of the bibliographic entries. Microfiche documents may be ordered at a cost of $.60 per sheet. Each sheet contains up to ninety-six pages of printed copy.

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Blueprint for Career Preparation. (1989). Tallahassee, FL: Florida Department of Education.

Hubek, June, & Zucca, Ida. (1982). *CRC Career Resource Centers: Where Students Focus on the Future* (pp. 1–11). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 223 799.)

Marshall, Bonnie. (1982). *Career Resource Center: Overview: ERIC Fact Sheet No. 7*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 237 795.)

Suozzo, Christine, & Schwaber, Ilene. (1987). *Career Resource Centers: A Handbook for Counselors*. Aberdeen, NJ: New Jersey Vocational Education Resource Center.

Hubek, June, & Zucca, Ida. (1982). *CRC Career Resource Centers. Where Students Focus on the Future* (pp. 1–11). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

This handbook is designed to act as a guide to planning, implementing, and evaluating a career resource center adaptable to all levels of education.

Marshall, Bonnie. (1982). *Career Resource Center. Overview: ERIC Fact Sheet No. 7.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

An overview of career resource centers (CRCs) is presented. Topics include planning, staffing, designing facilities, acquiring materials, and evaluating your CRC.

CRC
CAREER RESOURCE CENTERS

Where Students Focus
on the Future

Written by

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State of Florida Department of Education, Tallahassee, Florida, 1982
VOCATIONAL GUIDANCE AND COUNSELING FUNDING

TABLE OF CONTENTS

	Page
INTRODUCTION	1-2
SECTION I - WHY? A CAREER RESOURCE CENTER	3-4
Why Have Career Resource Centers.	3
Major Services.	3
Who Benefits From Career Resource Centers	4
SECTION II - HOW? ESTABLISHING A CAREER RESOURCE CENTER	5-6
Selecting Steering Committee.	5
Investigating Funding	5
Selecting Site.	6
Visiting Other Centers.	6
Ordering Materials.	6
Conducting Orientation.	6
SECTION III - WHAT? MATERIALS TO SELECT AND METHODS FOR ORGANIZING.	7-11
Classes of Information.	7
Selection Criteria.	8
Specific Categories	9
Cataloging and Filing Options	11
SECTION IV - WHERE? PHYSICAL SITE	12-16
Location.	12
Size.	12
Arrangement	13
Decor	13
SECTION V - WHO? OPERATION AND MAINTENANCE.	17-25
Roles of Team Members	17
Volunteers.	18
Clerical Personnel.	18
Utilization of the Center	19
Inservice	21
Open House.	21
Public Relations.	21
Evaluation.	23
APPENDICES	
A - Proposal Form	26-30
B - List of Musts	31-33
C - List of Modules	34

INTRODUCTION

Career Education emerged on the educational scene in the early 1970's in response to the rising tide of students who were leaving the school system at all levels with little or no marketable skills and employability skills. Sidney Marlin, former Commissioner of Education, felt that work and education are inseparable and that the ultimate test of the educational process on any level is how close it comes to preparing people to be alive and active with their hearts, their minds, and their hands. Marlin made Career Education the highest priority of his administration.

State agencies and legislatures were quick to respond to the national leadership. In Florida, the combined efforts of the State Legislature, the State Board of Education, and the State Department of Education resulted in Career Education programs around the state. The "Vocational Education Package" broadened the definition of Vocational Education and led the legislature to appropriate funds for Career Education Projects to be developed and implemented in the state districts.

In October 1973, an official position paper, providing the basis for the state policy relating to Career Education implementation, was developed, approved, and disseminated by the Department of Education. This official position paper stated that Career Education should provide the experience necessary for each learner to acquire the knowledge, skills, and attitudes to make career development decisions and should result in increased knowledge of oneself and one's environment. The concepts of Career Education extend to all levels of education and impact learners of all economic, social, and ethnic backgrounds.

In order to meet the goals of Career Education, and to provide effective career planning and decision making, it is necessary to have accurate and up-to-date career information available. The Career Resource Center has proved to be an effective means of delivering Career Education and career guidance.

This handbook has been prepared to provide a useful guide to planning, implementing, and evaluating a Career Resource Center. Within the five sections, the reader will find the definition and objectives of a Career Resource Center, a step by step procedure on how to establish a center, information on how to select and organize materials, a physical description, and suggestions for maintaining and utilizing the center. Also included are ideas for in-service, public relations, and evaluation procedures.

Overall, the handbook provides the means for educators to design a career resource center suited to their needs and adaptable to all levels of education.

SECTION I WHY?

A CAREER RESOURCE CENTER

WHY HAVE CAREER RESOURCE CENTERS

The follow-up studies conducted each year among high school graduates reveal a continuing desire on the part of the students for more career planning information. To adequately counsel students, guidance counselors and occupational/placement specialists depend heavily on literature and media since career information is constantly changing. A recent survey among guidance personnel revealed that most schools have outdated materials housed in inadequate settings or scattered in many different areas. This results in ineffectiveness and inefficiency in assisting students with career development.

Career Resource Centers are designed to organize resources, both human and material, into a unified system. Located in a central area, preferably in or near the media center, career materials and services are readily available and accessible to individuals desiring assistance with career planning. By consolidating resources and allowing for many individuals to be served at once, the Career Resource Center becomes a cost effective way of providing career guidance.

MAJOR SERVICES

The major services of a career resource center are to:

1. Provide current occupational, educational, and personal-social information.
2. Help individuals use resources to achieve their goals.
3. Promote thoughtful career planning and decision-making.
4. Provide job placement and employability skills.

5. Assist individuals in assessing and understanding their personal attitudes, values, interests, and aptitudes.
6. Foster the integration of career development activities into classroom instruction.
7. Provide career guidance, including testing activities.
8. Foster the use of community resources.
9. Prepare individuals for life-role transitions.
10. Provide a setting where individuals can feel comfortable in sharing their interests and concerns in a non-threatening environment.
11. Compliment the academic preparation of students.

Career guidance concerns of educators, students, and parents can affectively be addressed in the Career Resource Center. Teachers can benefit from the numerous resources by finding support materials to assist them in lesson planning. Counselors can avail themselves of updated materials and information in Career Guidance. Students can utilize the materials and services to obtain direction in career planning. The potential use of a Career Resource Center extends beyond the classroom into the community. Adults contemplating mid-life career changes or desiring information to help their children can find assistance in the resources available. Articulation with community agencies serving handicapped and the disadvantaged can also be an important focus for the center.

WHO BENEFITS FROM CAREER RESOURCE CENTERS

Ultimately, the implementation of a Career Resource Center can result in more appropriate placement of school-leavers, the enhancement of career guidance and counseling programs, lowered student attrition, and increased student life-role aspirations and expectations. By integrating information and services, people in all stages of life can receive assistance in a positive direction. The Career Resource Center can serve as the core of a viable and dynamic career guidance program.

SECTION 2 HOW ?
ESTABLISHING A CAREER RESOURCE CENTER

CRC
CAREER RESOURCE CENTERS

SELECTING A STEERING COMMITTEE

The selection of a steering committee to assist with implementing and maintaining the career resource center is vital to its success. The committee, consisting of an administrator, teacher, occupational/placement specialist, media specialist, counselor, student, and a community representative will be involved in every phase of the establishment and operation of the center.

INVESTIGATING FUNDING

Investigating funding sources is the first major responsibility of the committee. The following sources should be considered:

School Budget

Media Specialist funds

Guidance Department budget

Career Education Mini-Grants

Donations/sponsorships from community service organizations or local business

Vocational Funding Guide

To obtain monies from vocational funding, it is necessary to submit a proposal which must include documented evidence of need, the objectives, a plan of action, and the proposed budget. Appendix A contains a complete proposal form.

The lack of adequate funding should not deter schools from proceeding with a career resource center. The committee needs to identify what can be accomplished with existing funds and then expand as new sources of money become available.

SELECTING A SITE

The next step in planning the center is to select an appropriate site. Factors tc be taken into consideration are the number of clients that could be served at one time, amount of equipment, furniture, and displays. More information on the contents of a center is found in Section IV.

VISITING OTHER CENTERS

Visiting already established career resource centers in other public schools, community colleges and/or the local university will provide the committee with suggestions and ideas. Also, a slide/tape presentation on the three model career resource centers in Orange County is available for viewing.

ORDERING MATERIALS

With the groundwork laid, it is now time to begin work on the center itself. Existing materials should be inventoried and discarded if outdated. A prioritized list of desired materials should be drawn and orders placed as the money becomes available. When the orders begin arriving, the materials need to be catalogued and arranged in the center.

CONDUCTING ORIENTATION

To assure proper use of the career resource center, it is essential to inservice the faculty, students, and the community. An official grand opening by means of an open house will effectively publicize the center. With the planning and organizational work completed, the committee's role now becomes one of assisting the center's clients in benefiting from the materials and sources made available.

SECTION 3 WHAT ?
MATERIALS TO SELECT AND METHODS FOR ORGANIZING

A well equipped career resource center will include books, pamphlets, magazines, catalogues, audio visuals, games, kits, microfiche, and softwear if minicomputers are available. Materials will vary depending on the grade level. While hands-on activities such as puzzles would be appropriate for a center in an elementary setting, a senior high school should consider a computer terminal for a guidance system such as Discover. The types of information found in a Career Resource Center fall into three categories: educational and training, occupational, and self-awareness.

CLASSES OF INFORMATION

Educational and Training - Provides information on community colleges, four-year colleges and universities, and vocational/technical schools. Data is available on curricular offerings, tuition, financial assistance, housing, and extra curricula activities.

Occupational - Provides information on careers and jobs. Data is concerned with job entry requirements, working conditions, salary and benefits, duties, potential advancement, predicted supply and demand.

Self-awareness - Information is concerned with assessing attitudes and values, encouraging a positive outlook, and improving interpersonal skills.

Before selecting materials, certain criteria needs to be decided upon.

SELECTION CRITERIA

Following is a discussion of criteria to be considered:

Price: Care should be taken that the whole budget is not consumed on a few items. "Comparison shopping" is necessary to find quality materials at affordable prices.

Reading Level: The reading level should be appropriate to the age and developmental level of those using the center. Do not neglect obtaining materials for exceptional students.

Recent Publishing Date: Select materials that have been published within the last five years. The more recent the material, the more current the information will be.

Appropriateness: Content of all materials should reflect the objectives of the career resource center. Even free materials should not be used if they do not relate to the objectives.

Use of Dated Material: Statistical information on such data as the number of workers in different locations will become outdated very rapidly. Also, visuals that picture certain clothing fads should be avoided. Material with more general information will not have to be replaced so frequently.

Accuracy/Balance: Over glamorized presentations along with an emphasis on only the positive or negative aspects of a particular career should be avoided.

Sex Bias: There should be a fairly equal presentation in both pictures and text of males and females performing different jobs and engaged in non-traditional careers. Sexist language should be avoided.

Racial Bias: People of various racial and ethnic backgrounds should be presented in a variety of activities in a non-stereotyped manner.

Availability of Replacement Items: When purchasing multi-media kits, check whether damaged or lost items such as cassette tapes or film strips can be replaced at a minimal cost.

An example of a checklist that can be used when reviewing materials is shown in Figure 1.

The types of materials to be reviewed for possible inclusion in the career resource center fall in these categories:

SPECIFIC CATEGORIES

Armed Services Information	Employability Skills
Colleges and Universities	Local Employment Opportunities
Trade and Vocational Schools	State Occupation Information
Occupations	Self-awareness Materials

In every career resource center there are certain standard materials such as the Occupational Outlook Handbook that should be included. A list of these "musts" are found in Appendix B. A list of materials suitable for an elementary school is contained in another Orange County publication, "Guide to a Resource Center--Elementary."

Once the books and other items have been obtained for the center, an appropriate filing system must be selected. Methods for organizing will vary depending upon individual preferences and what is practical in each situation.

Title	Publisher	Date	Cost	Reading Level	Appropriateness	Use of Dated Material	Accuracy/Balance	Sex Bias	Racial Bias	Replacement Items Available

Indicate "yes" or "no" in the spaces above

Fig. 1 - Sample Checklist for Selecting Materials

CATALOGING AND FILING OPTIONS

The most commonly used filing options include:

Library Classification--the standard Dewey Decimal System can be utilized thus making the holdings in the career center consistent with the media center.

Alphabetical--Materials can be filed alphabetically according to occupational titles. This system is easy to use and maintain, and all materials on one occupation are grouped together. A cross reference index will be needed for occupations that have alternate titles.

Career Information System (CIS)--Developed by the Appalachia Education Laboratory and published by McKnight Publishing Company. This system arranges materials by clusters. Career information resources are indexed to the Worker Trait Groups developed by the U.S. Department of Labor and included in the Dictionary of Occupational Titles.

Career Resource Center.
OVERVIEW: ERIC Fact Sheet No. 7.

by
Bonnie Marshall

ERIC Clearinghouse on Adult,
Career, and Vocational Education

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ERIC OVERVIEW

FACT SHEET No. 7

Clearinghouse on Adult, Career, and Vocational Education

CAREER RESOURCE CENTER

This Fact Sheet gives a basic *overview* of Career Resource Centers (CRCs). It is designed to help increase your understanding of Career Resource Centers, including what they are and what programs and services they offer. In addition, resources, principally from the Educational Resources Information Center (ERIC) system, have been listed. These resources provide more complete information to help you plan, implement, and evaluate a Career Resource Center in your school or community.

Although Career Resource Centers are often found outside educational settings, this Fact Sheet will discuss the CRC in the school environment. However, keep in mind that these resources and guidelines can also be helpful in designing CRCs for private and public agencies that serve adults and out-of-school youth.

WHAT IS A CAREER RESOURCE CENTER?

Where can students go to find relevant, up-to-date information on careers, to find a summer job, or to take a vocational interest inventory? Where can teachers go to find career education materials for their classrooms or to arrange a field trip for their students? Where can guidance counselors go to hold group counseling sessions, simulate job interviews, or conduct individual vocational counseling? The answer to all these questions is, to a Career Resources Center (CRC). In recent years, the CRC phenomenon has been stimulated by the diverse needs of comprehensive career guidance programs and the desire to consolidate career education resources within a school system.

CRCs come in many shapes and sizes. They may be found in the corner of a library or media center, adjacent to or within the guidance offices, or in their own separate rooms. Some even occupy their own building. Wherever it is, the CRC is recognized as the central location where a wide variety of career education resources are housed and where numerous career/vocational counseling activities take place.

Most sources agree that the major purposes of Career Resource Centers should be to–

- provide up-to-date occupational, educational, and personal-social information;
- help individuals use resources to achieve their goals;
- promote thoughtful career planning and decision making;
- assist individuals in assessing and understanding their personal attitudes, values, interests, and aptitudes;
- foster the integration of career development activities into classroom instruction;
- provide a delivery system for career counseling services;
- prepare individuals for life-role transitions;
- provide a setting where individuals can feel comfortable in sharing their interests and concerns in a nonthreatening environment.

DEVELOPING A CAREER RESOURCE CENTER: WHERE DO YOU START?

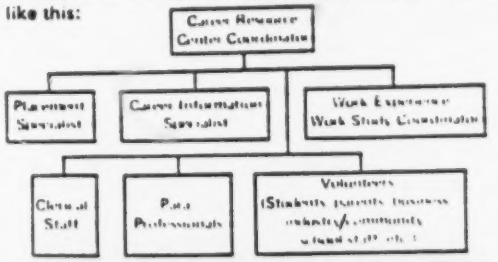
Planning is a crucial stage in any operation. The initial steps to be taken in planning a CRC should include–

- designating an individual or individuals to coordinate the planning effort;
- identifying student/client needs;
- securing administrative support;
- ensuring coordination with existing programs and services;
- establishing an advisory committee;
- preparing a written plan or proposal;
- obtaining financial support;
- encouraging broad-based community and staff support.

Once the plan has been finalized, you are ready to start implementation.

STAFFING THE CENTER

Ideally, the CRC should be staffed with a highly diversified group of professionals, paraprofessionals, and clerical individuals. The ideal staffing plan could look something like this:



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Realistically, however, many CRCs depend upon one full-time counselor/administrator, a paraprofessional and/or secretary, and a host of part-time help from available school staff members. Financial resources and local conditions will determine the numbers of full-time and part-time staff available and the way in which duties and responsibilities are distributed and supervised. These duties and responsibilities are governed by the basic structure and size of the CRC, types of programs planned, staff competencies, and material resources. Overall, staffing should be arranged to meet the following basic functions of a CRC:

- The collection, analysis, and storage of career information and materials
- Retrieval and dissemination of career information and materials
- Counseling and personal assessment
- Placement services
- Work-study coordinator
- Curriculum development
- Teacher resource coordinator
- Community resource development and coordination

Due to economic considerations and the realization that trained paraprofessionals can assume many of the duties normally assigned to professional staff, paraprofessionals have become key people in the operation of some CRCs. With this increased demand for trained paraprofessional help, the American Institutes for Research in the Behavioral Sciences have developed modules designed to train CRC technicians in such activities as interviewing, holding group orientations, scheduling events, and selecting resources.

WHAT KIND OF FACILITY IS NEEDED?

The size of the population served and the scope of the program and services offered will determine many aspects of the facility. If no space in the existing building(s) is available, you might want to consider a mobile unit.

But whatever the form, when selecting or planning a space for the CRC, keep in mind the following points:

- It is important to be near the main flow of traffic and highly visible.
- CRCs adjacent to the guidance offices are often desirable for easier counselor interaction.
- Accessibility to the handicapped should not be overlooked.
- Convenience for teacher use is also desirable.
- Flexibility in the floor plan and overall organization is a must.
- There should be a variety of work stations to accommodate individual study and group activities.
- Localized lighting, convenient electrical outlets, and attractive display areas are all important.
- Finally, there should be office space for the career counselor and/or paraprofessional.

RESOURCES

Instructional media for a CRC will fall into three categories: printed materials, audiovisual presentations, and mechanical or systems approaches. Printed materials are easily obtained and are relatively inexpensive. They form the backbone of most career resource centers. Sources of printed career information include career-related books from commercial publishers, a variety of periodicals and newspapers, and brochures and pamphlets disseminated (sometimes free of charge) by professional associations, labor organizations, business/industry associations, and governmental agencies.

Meerbach (1978) recommends including, along with printed materials, a substantial number of audiovisual products in a CRC for several reasons:

- Such materials are a highly effective means of communicating attitudinal and cognitive concepts.
- They are natural starting points with students that have reading difficulties.
- They are an effective and appealing mode of providing insights into lifestyles and personal factors associated with occupations.
- They are excellent motivators for discussion groups and for developing further information-seeking behavior.

Commercial publishers produce occupational and career development information in a wide variety of forms, including films, filmstrips, slide/tape presentations, audiocassettes, and videocassettes. Many schools have been highly successful in producing their own audiovisual presentations tailored to local or regional career opportunities.

Career information delivered through mechanical and systems approaches, such as microfilm or computer-based systems, has grown tremendously in amount and become increasingly innovative in the last decade. Even though the costs of such systems are greater due to the hardware necessary, the advantages are numerous, such as speed of information retrieval, ease of updating, and quantity of information available. In addition, the hardware and individual manipulation involved in these approaches seem to encourage students to explore career possibilities further.

Several of the bibliographic sources listed at the end of this Fact Sheet suggest specific and generic career-related materials and equipment appropriate for a CRC. There are, however, a number of directories on the market that describe free or inexpensive materials. Below is a partial listing:

- *Career Guidance: A Handbook of Methods*, Charles E. Merrill Publishing Co., Columbus, Ohio 43210 (1973)
- *Career Guidance Resources: A Handbook of Resource Abstracts–Grades K-14*, The National Center for Research in Vocational Education,

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National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

- *Career Index*, Chronicle Guidance Publications, Inc., Moravia, New York 13118
- *Dealing in Futures: Career Education Materials for Students*, USED Publication, U.S. Government Printing Office, Washington, D.C. 20402 (1977)
- *Educators Guide to Free Materials*, Educators Progress Service, Randolph, Wisconsin 53956
- *EPIE Career Education Set: Volume 1—How to Select and Evaluate Instructional Materials: Volume 2—Analyses of Seven Hundred Prescreened Materials*, EPIE Institute, 463 West Street, New York, New York 10014 (1975)
- *The Multi-Media Catalog: Books, Periodicals, Films, and Cassettes*, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009
- *NVGA Bibliography of Current Career Information*, Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009
- *Occupational Literature: An Annotated Bibliography*, H. W. Wilson Company, 950 University Avenue, Bronx, New York 10452
- *Publications Catalog*, The National Center for Research in Vocational Education, National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210
- *Resources for Career Development: An Annotated Bibliography*, Indiana Career Resource Center, 12019-09 South Greenlawn Avenue, South Bend, Indiana 46615 (1975)
- *A Starter File of Free Occupational Literature*, B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20007

HOW CAN YOU IMPROVE YOUR CAREER RESOURCE CENTER?

To continue meeting the needs of those who use the CRC and to continue improving the services offered, it is necessary to evaluate each aspect of the center's operation.

In the handbook *Career Resource Centers* (Axelrod et al. 1977) the authors suggest the following components and questions to be considered in formulating the evaluation plan:

Facilities
- Are the environmental conditions (room temperature, ventilation, seating arrangements) favorable to promoting good learning?

Personnel
- Is the center adequately staffed to meet client needs?
- How helpful are center staff in assisting clients?
- Is staff time allocated so that services can be provided in an effective and efficient way?

Materials
- Does the center contain a variety of career information resources?
- What materials are used most frequently by center clients?
- How many career materials does the center contain?
- Are the materials readily accessible by clients?

Equipment
- What types of equipment does the center have?
  Is there sufficient equipment to meet client demands?
- Is the equipment in good working order?
- What equipment is most/least often used?

Programs and Activities
- What programs, services, and/or activities do center clients find most useful?
- How many and what types of programs, services, and activities were initiated by the center?
- How were the programs and activities received by target audiences?

Center Use
- How many clients visited the career resource center?
- How many clients visited the center more than once—how often?
- How many center services were performed outside the center facility?
- What proportion of the population for whom the center is designated utilized the center?

Impact on Users
- What client-centered objectives were met through career resource center utilization?
- Were the client's career development awareness and skills increased?
- Have more teachers incorporated career development activities or information into their instruction as a result of the career resource center?

Funds
- Are the funds available used in a cost-effective manner?
- Are the funds sufficient for effective delivery of needed services?

Community Awareness and Support
- What is the level of community awareness of the center's objectives, activities, and availability?
- Is there general support by community leadership for the operation of the center?

WHERE CAN YOU FIND FURTHER INFORMATION?

This Fact Sheet has provided a basic overview of career resource centers. Most of the information was taken from the handbook *Career Resource Centers*, by Axelrod et al. (1977). If you want more comprehensive information to help you develop a CRC or improve an existing one, this handbook and several other resources are listed below. Materials included in the Educational Resources Information Center (ERIC) collection may be found by using the ED numbers indicated in the resource listing. Furthermore, you can always find additional and related information from documents contained in the ERIC system under the following index terms (ERIC descriptors). The terms most directly related to the subject of this Overview are indicated by boldface.

Career Development	Occupational Information
Career Education	Planning
Career Information Systems	Professional Development
Community Resources	Program Design
Counselor Role	Program Development
Educational Resources	Resource Centers
Facility Planning	Resource Materials
Guidance Personnel	Resource Room Programs
Information Centers	Vocational Counseling
Information Sources	
Library Material Selection	

If you need additional help in finding these materials, contact the user services coordinator, ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (800-848-4815 toll free outside Ohio, or 614-486-3655. Cable CTVOCEDOSU/Columbus, Ohio).

Materials published by the National Center for Research in Vocational Education may be purchased from National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

REFERENCES

Axelrod, V., et al. *Career Resource Centers.* Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1977. (ERIC Document Reproduction Service No. ED 143 883)

Meerbach, J. *The Career Resource Center.* Ann Arbor: ERIC Clearinghouse on Counseling and Personnel Services, Michigan State University, 1978. (ERIC Document Reproduction Service No. ED 109 590)

BIBLIOGRAPHY

Fine, R. D. *The Career Resource Center: A Guide for Implementation.* Roanoke, VA: Roanoke City Public Schools, 1978. (ERIC Document Reproduction Service No. ED 177 295)

Johnson, C. D. *Developing Facility Maintenance Competencies for Career Resource Technicians.* Module 21. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1978. (ERIC Document Reproduction Service No. ED 181 384)

Klein, R., and Swan, R. *Providing Leisure Information in the Career Resource Center.* Module 32. Palo Alto: American Institutes for Research in the Behavioral Sciences, 1978. (ERIC Document Reproduction Service No. ED 181 386)

Klinge, C., et al. *Planning a Career Resource Center.* Module 19. Palo Alto: American Institutes for Research in the Behavioral Sciences, 1978. (ERIC Document Reproduction Service No. ED 181 382)

McEver, C. *A Catalogue of Possibilities: The Community Career Education Resource Center.* Oakland, CA: Oakland Community Career Education Resource Center, 1978. (ERIC Document Reproduction Service No. ED 170 537)

Padick, J., and Dobson, D. *Developing People Relationship Competencies for Career Resource Technicians.* Module 20. Palo Alto: American Institutes for Research in the Behavioral Sciences, 1978. (ERIC Document Reproduction Service No. ED 181 383)

Richt, R. W. *Guidance Workshop Manual. Career Information Centers.* Boston: Massachusetts State Department of Education, 1975. (ERIC Document Reproduction Service No. ED 129 999)

Sullivan, R. E. *Career Resource Center. A Handbook for Implementation.* New Brunswick: Rutgers, The State University, 1975.

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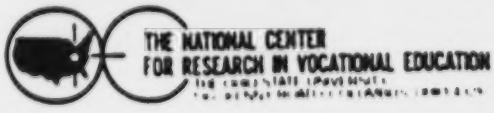
Fact Sheet Editor: David Tipton



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Notes for reading an entry. The records listed in this bibliography have been selected and reproduced as written by data base developers. No further editing of the texts was done.

Microfiche copies of ERIC documents are available through FEIS. To order these microfiche documents, use the order number found in the "Availability" field of certain entries. Microfiche documents may be ordered at a cost of 60 cents per sheet. Each sheet contains up to ninety-six pages of printed copy.

TITLE: ***An Assessment of the Training Needs of Career-Vocational Counselors, Job Placement and Career Resource Center Personnel in Michigan: Implications for Long-Term Professional Development. Final Report.***

DATE: 86

AUTHOR: Manley, Katherine K., And Others

DEVELOPER: Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

AVAILABILITY: For a microfiche copy of this document, order ED274877 from FEIS.

ANNOTATION: The study described in this report included a statewide collection of baseline information on career/vocational counseling and placement training needs in Michigan. The study sought to determine the need for a statewide career/vocational guidance and job placement training and development center for public secondary and postsecondary counselors, job placement and career resource personnel; pre-service and inservice training needs, and possible alternative methods and costs of meeting the needs identified and described. Data were gathered through four separate questionnaires administered to a total of 1,300 persons in these four groups: career/vocational counselors, job placement specialists, career resource center specialists, and administrators. The survey results showed that those questioned perceived a high level of the following needs: training in microcomputer technology, inservice training, non-school resources, new written materials, clerical help, and smaller counselor/student ratios. The findings also revealed a high interest in a number of services that could be provided through a training and development center: inservice training, monthly newsletter, information, guides, and resources. Further, the findings demonstrate both a strong need for such a center and a high level of intended individual/institutional use of a center. The study also found that those practitioners surveyed perceive that their strengths are in serving students whose backgrounds and ability tend to make them competitive in the academic tasks, while they are not helping those students who want to move into the labor market and those who may be less successful in school. In addition, the survey found differences in the perceptions of strength and weakness ratings between counselors and career resource and placement personnel. Recommendations are presented for addressing each of the needs identified by the survey. Twenty-nine tables and 36 figures supplement the text. Extensive appendixes include the survey questionnaires, lists of Advisory Committee and Field Review Team members, and the Secondary Statewide Forum agenda with list of participants. (KC)

FORMAT: Research Report, 158p.

TITLE: ***The Career Resource Center.***

DATE: 75

AUTHOR: Meerbach, John

DEVELOPER: National Inst. of Education (DHEW), Washington, D.C.

AVAILABILITY: For a microfiche copy of this document, order ED109590 from FEIS.

ANNOTATION: The primary purpose of this monograph is to describe how to develop and implement a career resource center, from conception to evaluation. Six brief vignettes which are presented focus on bringing career education into different types of schools. The purpose, goals, and functions of the career resource center are identified and related to the career development needs of students at different educational levels. The organization of an advisory committee, location and physical development of a center, materials and equipment, and an evaluation table by Career Resource Center Directors of equipment and materials are presented as practical considerations. Staffing and specific staff member responsibilities are outlined. The appendixes include Career Center Evaluation Forms for teachers and students, various floor plans for a career center, and an equipment and price list. (JS)

FORMAT: Classroom Material, 146p.

TITLE: ***The Career Resource Center: A Guide for Implementation.***

DATE: 78.

AUTHOR: Fine, Richard D.

AVAILABILITY: For a microfiche copy of this document, order ED177295 from FEIS.

ANNOTATION: Presenting information on how to implement a career resource center in a school, this guide is divided into five sections. The first section explains career development, the career resource center, the rationale for implementation, and why career information is important to career development. Section 2 lists seven objectives used in establishing a career resource center. The planning and organization of a career resource center is discussed in section 3. Included are five models for selecting staff members and teacher orientation activity guidelines. The coordinating council, spatial considerations, publicity, and evaluation and modification are also discussed. The fourth section explains how students, teachers, counselors, administrators, business and labor, and parents can use and benefit from a career resource center. Section 5 suggests career resource materials which could be used in a career resource center. (LRA)

FORMAT: Guide, 59p.

TITLE: ***Career Resource Center. Overview: ERIC Fact Sheet No. 7.***

DATE: 82.

AUTHOR: Marshall, Bonnie.

DEVELOPER: National Inst. of Education, Washington, DC.

AVAILABILITY: For a microfiche copy of this document, order ED237795 from FEIS.

ANNOTATION: An overview of career resource centers (CRCs) is presented. CRCs are described as places where students can go to find career information, find a summer job, or take a vocational interest inventory; where teachers can go to find career education materials or to arrange a field trip; or where guidance counselors can go to hold group sessions, simulate job interviews, or conduct individual vocational counseling. Topics covered in this fact sheet include: (1) the purposes of CRCs; (2) initial planning steps; (3) staffing needs; (4) facility design and placement considerations; (5) instructional media requirements accompanied by a list of twelve directories of free and inexpensive materials; and (6) questions to consider in nine categories when formulating an evaluation plan. A bibliography of two references and eight additional resources, most of which are available from the Educational Resources Information Center (ERIC) system, is provided. (DC)

FORMAT: Fact Sheet, 6p.

TITLE: ***Career Resource Centers.***

DATE: 77.

AUTHOR: Axelrod, Valija; And Others.

DEVELOPER: Eastern Upper Peninsula Intermediate School District, Sault Sainte Marie, Mich. Michigan State Dept. of Education, Lansing. Office of Education (DHEW), Washington, D.C.

AVAILABILITY: For a microfiche copy of this document, order ED143883 from FEIS.

ANNOTATION: Developed as a guide for educational planners interested in expanding their career guidance and career education delivery systems, this handbook suggests general plans, procedures, staffing patterns, activities, and resources in eight chapters. Chapter 1 provides a broad perspective on the rationale for career resource centers. Chapter 2 covers various tasks related to early planning efforts. General guidelines for physical facilities, effective space management, and display plans are presented in chapter 3. Chapter 4 is devoted to staffing considerations. Chapter 5 provides procedures to assist in career information materials acquisition and selection. Chapter 6 promotes the importance of effective public relations. Chapter 7 describes feasible programs, services, and activities designed to promote career resource center utilization. Chapter 8 presents the importance of evaluation for the continued improvement of operating career resource centers and includes practical suggestions for process and outcome evaluations. Appendixes include the following: Overview of Federal legislation, proposal for developing a career resource center, selected sources of career information, ERIC clearinghouses, selected career resources on a limited budget, computer-assisted guidance, and a bibliography on designing a career resource center. In addition, 37 exhibits are included throughout the handbook. (TA)

FORMAT: Guide, 125p.

TITLE: ***Career Resource Centers: A Handbook for Counselors.***

DATE: 87.

AUTHOR: Suozzo, Christine; Schwaber, Ilene.

AVAILABILITY: New Jersey Vocational Education Resource Center. Rutgers - The State University of New Jersey. Crest Way. Aberdeen, NJ 07747.

ANNOTATION: This guide to planning and establishing a career resource center considers many issues fundamental to a successful program of career assessment and counseling. Discussions are offered on budgeting and sources of funding, location and design (a successful floor plan diagram is included), staffing, resources and equipment, public relations, services and activities, and evaluation (includes a sample needs assessment questionnaire to be administered to faculty and center staff). Appendices include a bibliography of items essential to a core collection, guidelines for detecting bias in counseling materials, and criteria for selecting and acquiring free and inexpensive publications.

FORMAT: Guide; Descriptive Report, 29p.

TITLE: ***Career Resource Centers. Searchlight Plus: Relevant Resources in High Interest Areas. 31+.***

DATE: 83.

AUTHOR: Weiss, Susan Cortright.

DEVELOPER: National Inst. of Education (ED), Washington, DC.

AVAILABILITY: For a microfiche copy of this document, order ED236516 from FEIS.

ANNOTATION: Career resource centers (CRCs) are a logical outgrowth of vocational development theory which views career development as a continuous process with a lifelong series of career decisions made at various transition points over time. After starting in high schools, CRCs have spread to all arenas of formal education as well as to community agencies, and business and industry. In this manual, information is provided on establishing a CRC, with specific reference to an advisory committee, planning, design, staffing, type, selection and organization of resources, tests and inventories, computer-assisted programs, publicity, services and activities, and evaluation. Model CRC programs are presented to demonstrate the applicability of CRCs to a wide variety of educational levels (elementary to post secondary), special populations (rural adults, disadvantaged/handicapped, working women, and out-of-school youths), community agencies, and business/industry settings. The annotated bibliography is based on a computer search of the ERIC database (November 1966 through February 1983) of educational journal and resource literature on Career Resource Centers. (BL)

FORMAT: Bibliography, 200p.

TITLE: **"Career Resources Centers."**

AUTHOR: Lary, Marilyn Searson.

JOURNAL: *Library Trends*; v33 n4 p501-12 Spr 1985.

ANNOTATION: Chronicle of development of career resources centers in community college learning resources centers (LRCs) includes characteristics of community college students, advantages of housing such centers within LRCs, planning process and organization of career resources center, and acquisition of career information in print and media sources and electronic format. (30 references) (EJS)

TITLE: ***CRC Career Resource Centers. Where Students Focus on the Future.***

DATE: 82.

AUTHOR: Hubek, June; Zucca, Ida.

DEVELOPER: Florida State Dept. of Education, Tallahassee. Division of Vocational Education.

AVAILABILITY: For a microfiche copy of this document, order ED223799 from FEIS.

ANNOTATION: This handbook for educators is designed as a guide to planning, implementing, and evaluating a career resource center adaptable to all levels of education. It is divided into five sections. Section 1 discusses the major services of a career resource center and the benefits derived from these services. A step-by-step procedure on how to establish a center is detailed in section 2. Topics include steering committee selection, funding, site selection, ordering of materials, and orientation. Section 3 contains information on selecting and organizing materials. Section 4 provides a physical description of a career resource center including the location, size, arrangement, and decor. Suggestions for maintaining and utilizing the center are found in section 5. Focus is on the roles of team members and paraprofessional aides as well as activities that can be conducted through the center. Ideas are also included for inservice, public relations, and evaluation procedures. A proposal form and two lists of materials for a center are appended. (YLB)

FORMAT: Guide, 40p.

TITLE: **"Developing a Career Resource Center."** In: Burck, Harman D. and Reardon, Robert C., editors. ***Career Development Interventions.***

DATE: 84.

AUTHOR: Minor, Carole W.

AVAILABILITY: Sale, $29.75. Charles C. Thomas, Publisher. 2600 South First Street. Springfield, IL 62717.

ANNOTATION: This chapter provides an overview of the career resource center. It outlines three major goals that most career resource centers hope to achieve and lists four additional goals that are specific to various settings. The author discusses procedures, staffing, and operating considerations for setting up a career resource center. She then offers suggestions for evaluating center effectiveness and expanding center functions as changes in circumstances dictate.

FORMAT: Book Chapter, 21p.

TITLE: ***Establishing a Career Resource Center.***

DATE: 76.

AUTHOR: Wood, Robert A.; And Others

DEVELOPER: Office of Education (DHEW), Washington, D.C.

AVAILABILITY: For a microfiche copy of this document, order ED140198 from FEIS.

ANNOTATION: This module is directed toward working guidance personnel in school settings, grades 7-14, including counselors, administrators, and career specialists. The topic is the founding and/or improvement of career resource centers and the module focuses on a systematic process of implementing this objective. Participants will review the concept of a career resource center, determine how to identify needs and objectives, and learn how to establish priorities, select programs and implement plans. The module is designed as a six-hour workshop to be run by a coordinator. The module gives an overview of a systematic approach to the establishment of a resource center, then follows with a six-step plan: (1) assessing needs; (2) writing objectives; (3) identifying programs, activities, and services; (4) analyzing requirements for implementation; (5) identifying implementation tasks; and (6) assigning responsibility. Workshop activities to help participants acquire each skill are presented in detail. (Author/BP).

FORMAT: Classroom Material, 72p.

TITLE: ***Establishing a Career Resource Center. Coordinator's Guide.***

DATE: 76.

AUTHOR: Wood, Robert A.; And Others

DEVELOPER: Office of Education (DHEW), Washington, D.C.

AVAILABILITY: For a microfiche copy of this document, order ED140197 from FEIS.

ANNOTATION: This Coordinator's Guide accompanies a module workbook, which is directed toward working guidance personnel in school settings, grades 7-14 including counselors, administrators and career specialists. The topic is the founding and improvement of career resource centers and the Module focuses on a systematic process of implementing this objective. The Guide outlines a six-hour workshop to be run by a coordinator. It defines the coordinator's role in four areas: setting the tone, setting the rhythm and pace, facilitating group interaction, and evaluating. Suggestions for preparing and carrying out the workshop activities are also given, as well as specific times and suggestions for each activity section in the participants' workbook. Workshop activities include assessing needs, writing objectives, analyzing requirements, and assigning responsibility. (Author/BP).

FORMAT: Classroom Material, 15p.

TITLE: ***For Technical Career Jobs, a Career Resource Center.***

DATE: 82.

AUTHOR: Blai, Boris, Jr.

AVAILABILITY: For a microfiche copy of this document, order ED219712 from FEIS.

ANNOTATION: This paper describes a career resource center (CRC) and its importance to technical career programs. The role of the professional staff in helping students make crucial decisions is described. A review of the literature which is presented lists resources and information that may be helpful in setting up a career resource center. Data are reported from studies of college career programs along with recommendations for developing career guidance centers. A description of the CRC at Harcum Junior College (Pennsylvania) is provided, including the guidance activities, full-time, part-time and summer job placements, employer-college relations, the career library, the credentialing process, and job recruiter visits. (JAC).

FORMAT: Bibliography; Project Description; 9p.

TITLE: ***Georgia Career Centers: A Handbook for Guidance Counselors.***

DATE: 88.

AVAILABILITY: Sale, $6.00. Vocational Education Materials Center, The University of Georgia, Green Street, Athens, GA 30602, (404) 542-4592.

ANNOTATION: Includes ten sections that emphasize career centers in Georgia's high schools. Includes a description of the career center and provides information regarding support, facilities, staffing and staff responsibilities, public relations, activities, resource materials, computers, evaluation, summary, and references.

FORMAT: Resource Manual.

TITLE: ***Guide for the Development and Operation of Career Resource Centers in Schools.***

DATE: 77.

AUTHOR: Fredrickson, Ronald; And Others.

DEVELOPER: Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

AVAILABILITY: For a microfiche copy of this document, order ED156829 from FEIS.

ANNOTATION: This guide is intended to serve as a basic information source for those seeking to establish a career resource center (CRC) in a school or other community agency. The content is presented in eight chapters. The first one, an introduction, covers the role and benefits of CRC's, while the focus of chapter 2 is on the rationale for career education and CRC's. The third chapter presents program criteria for a CRC within a school setting and examines staffing, location, funding, and working with teachers. Chapter 4 discusses materials for the CRC, including criteria for the section of materials, classification and filing of occupational information, organizing a filing system, and materials to place in the Center. The use of tests and inventories as well as the computer in the CRC are briefly discussed in chapters 5 and 6. Chapter 7 focuses on how the CRC works with the community and includes brief discussions of a speakers bank, field trips, the CRC as a resource for students and adults in the community seeking employment. A chapter on public relations concludes this booklet. Guidelines for preparing and evaluating occupational materials, a student interest survey form, and a list of audiovisual equipment for the CRC are appended. (EM).

FORMAT: Classroom Material, 54p.

TITLE: ***Guidelines for Establishing Career Resource Centers.***

DATE: 73.

AUTHOR: Dittenhafer, Clarence A.; Lewis, James P.

AVAILABILITY: For a microfiche copy of this document, order ED103582 from FEIS.

ANNOTATION: Experience with five pilot career resource centers (CRC) in Pennsylvania has provided the basis for these general guidelines for the successful installation and operation of a CRC. The purpose of a CRC (to provide career information to students, faculty, parents, and the community) is reflected in its objectives, which must reflect the concerns of its particular clientele. General objectives are outlined and the terms, "career development," "career information," and "career counseling," are defined. General procedures, to be adapted to local needs, include surveying the clientele, collecting informational resources, establishing an advisory committee, integrating career information into the instructional program, and publicity. Administrative concerns include investigating funding, planning for and hiring personnel, including volunteers, planning facilities, and obtaining materials and equipment. An evaluation plan must be developed to determine the effectiveness of the CRC. Appended materials include a use inventory, lists of recommended standard reference works, sources of occupational information, audio-visual resources, and equipment (including vendor and description), a career unit outline, promotional materials from four CRCs, a budget outline, suggested room layouts for a CRC, an address list of materials and equipment suppliers, and several questionnaires, inventories and rating forms. (SA)

FORMAT: Classroom Material, 60p.

TITLE: ***Making More Effective Use of Career Resource Centers.***

DATE: 82.

AUTHOR: Winefordner, David W.

AVAILABILITY: For a microfiche copy of this document, order ED226146 from FEIS.

ANNOTATION: Effective use of career resource centers (CRCs) is dependent upon having good resources, good organization and management of the resources, purposeful access strategies (a variety of assessment activities and materials), and meaningful utilization of the information. Assuming that CRCs have good resources and are well organized and managed, a more effective approach to assessment and utilization is needed. The materials developed for the Ohio Vocational Interest Survey (OVIS II) illustrate the station approach, an individualized, self-instructional process in the use of career information resources. Students follow six steps in completing the OVIS II station: orientation, assessment, exploration, interpretation of OVIS II results, exploration of OVIS II clusters related to their highest measured interests, and educational planning. (Attachments include a description of the OVIS II system and the OVIS II station.) (YLB)

FORMAT: Project Description, Conference Paper; 20p.

TITLE: ***Missouri Career Education. Career Resource Center Bibliography.***

DATE: 81.

AUTHOR: Jones, Linda C.

AVAILABILITY: For a microfiche copy of this document, order ED219513 from FEIS.

ANNOTATION: This bibliography contains a listing of 1276 materials in the Career Education Resource Center available for preview or short-term loan to Missouri educators. The first six sections classify materials by Elementary, Junior High, Senior High, Professional, Stereotyping, and Special Needs. Within each section materials are listed alphabetically by title (including accession number) according to type of media. These types of media are specified: printed materials, filmstrips and slides, kits and miscellaneous (flashcards, games, audio recordings, posters), and films (16 mm). Following these six sections with alphabetical listings is a section with the annotations. Arranged by accession number, materials are identified by title, author, source and address, date of publication, and brief description. The bibliography has an alphabetical listing of publishers of Career Education materials and sources of free, free loan, and/or inexpensive Career Education materials. (YLB)

FORMAT: Bibliography, 246p.

TITLE: ***Oakland Community Career Education Resource Center. Final Report.***

AVAILABILITY: For a microfiche copy of this document, order ED203034 from FEIS.

ANNOTATION: A community career education resource center (CCERC), designed to expand the audience of career education programs to include adults and out-of-school youth, was developed in Oakland, California. The center was constructed as the hub of a network of existing services. Included in the network of over 300 agencies linked by the Oakland CCERC are the Oakland Public Schools, the Employment Development Department, the National Alliance of Business, the Oakland Youth Employment Service, the Community Careers Council, Oakland Adult School, and Peralta Colleges. Center services included simulation, counseling, occupational information, placement, teacher training, and providing experiences in the world of work. Examination of the development and operation of the Oakland CCERC combined with a national survey conducted by the project made possible the identification of some central principles concerning the formation of a CCERC. The Oakland CCERC expanded the career education audience and filled service gaps in the area of linking components, thus enabling existing agencies the function cooperatively and better serve and refer their clients. Six appendices contain information on developing, implementing and funding a CCERC.

FORMAT: Project Description, 314p.

TITLE: ***Planning a Career Resource Center. Module 19. Revised.***

DATE: 78.

AUTHOR: Klinge, Clella; And Others.

DEVELOPER: Office of Education (DHEW), Washington, D.C.

AVAILABILITY: For a microfiche copy of this document, order ED181382 from FEIS.

ANNOTATION: This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students in school settings, grades 7–14. The goal of this module is to help users review the concept of a career resource center, identify needs, determine objectives, establish priorities, select programs, and implement plans. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions and

the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

FORMAT Classroom Material, 94p

TITLE ***Project RESOURCE: Developing a Career Resource Center for Providing a Developmental Vocational Guidance Program. Final Report.***

DATE 86

DEVELOPER Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

AVAILABILITY For a microfiche copy of this document, order ED274858 from FEIS.

ANNOTATION A project was undertaken to develop and begin implementation of a model developmental vocational guidance program for students in grades 6 through 8 at Hines Middle School in Newport News, Virginia. The computer-based Virginia VIEW Career Information Program was integrated into the model program in order to enhance students' career exploration, and various print and microfiche materials were purchased for use in the developmental program. Next, liaisons were established with two major industries in the area. The local telephone company further agreed to participate in an adopt-a-school arrangement with the middle school. Inservice programs were facilitated to give teachers and counselors current knowledge of local industrial trends, and a model career day program in which representatives for local businesses and industries provided students with first-hand career information was instituted. Through the project, relevant vocational exploration experiences were provided to over 1,000 students at the middle school, and a replicable model for a developmental career exploration program was established. (Appendixes to this report comprise about half the document. They include a project balance sheet, a sample liaison training program agreement, program outlines for a one-day inservice for counselors and teachers, project-related correspondence, a copy of the evaluation instrument used by those assessing the resource center developed during the project, and minutes of the project's advisory committee meetings.) (MN)

FORMAT Project Description; Test Questionnaire; 56p

TITLE ***Providing Leisure Information in the Career Resource Center. Module 32.***

DATE 78

AUTHOR Klein, Ron; Swan, Robert

DEVELOPER Office of Education (DHEW), Washington, D.C.

AVAILABILITY For a microfiche copy of this document, order ED181386 from FEIS.

ANNOTATION This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for paraprofessional and professional personnel in career resource centers, grades 9-14. The goal of this module is to help users provide resources and information on the use of time. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

FORMAT Classroom Material, 99p

TITLE ***Vocational Exploration Technical Assistance Manual.***

DATE 81

AUTHOR Herzog, Jane

AVAILABILITY For a microfiche copy of this document, order ED224897 from FEIS.

ANNOTATION This manual has been developed to assist prime sponsors, private industry councils, community-based organizations and other youth serving agencies in planning, designing, and implementing vocational exploration activities. The information, forms, and curriculum samples in the manual are a collection of the efforts of 14 program operators involved in the Vocational Exploration Demonstration Project funded by the National Alliance of Business through the U.S. Department of Labor. The vocational exploration activities described in the manual are intended to be integrated into existing employment and training programs, to supplement existing efforts, or to be operated as separate and distinct programs. The manual contains seven sections. Following an introduction and a discussion of the purposes of the vocational exploration program in the first two sections, the manual provides descriptions of four program models: (1) onsite exposure, (2) simulated/laboratory exposure, (3) employability skills development, and (4) combined exposure. Elements common to all these program types such as counseling, support services, academic credit, exploration activities, and administration and staffing procedures are discussed in sections 4 and 5. The final two sections present strategies for implementing the vocational exploration program and samples, forms, and checklists from successful programs. (KC)

FORMAT Guide, 82p

TITLE **"Whys, Hows of Starting Career Resource Centers."**

AUTHOR Polo, James B.; Mihelich, Andrew L.

JOURNAL *Illinois Vocational Education Journal*; v37 n2 p30-32 Win 1980-81

ANNOTATION Examines several elements of developing a school career resource center: assessment of school's career development activities and materials; administrative support; plan of action; location; interest sections; information on education, careers, self-assessment, special interests; selecting and gathering materials; advisory committees; public relations programs; and an evaluation component. (CT)

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